

Student Success Plans

Fall 2019



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Student Success Plans

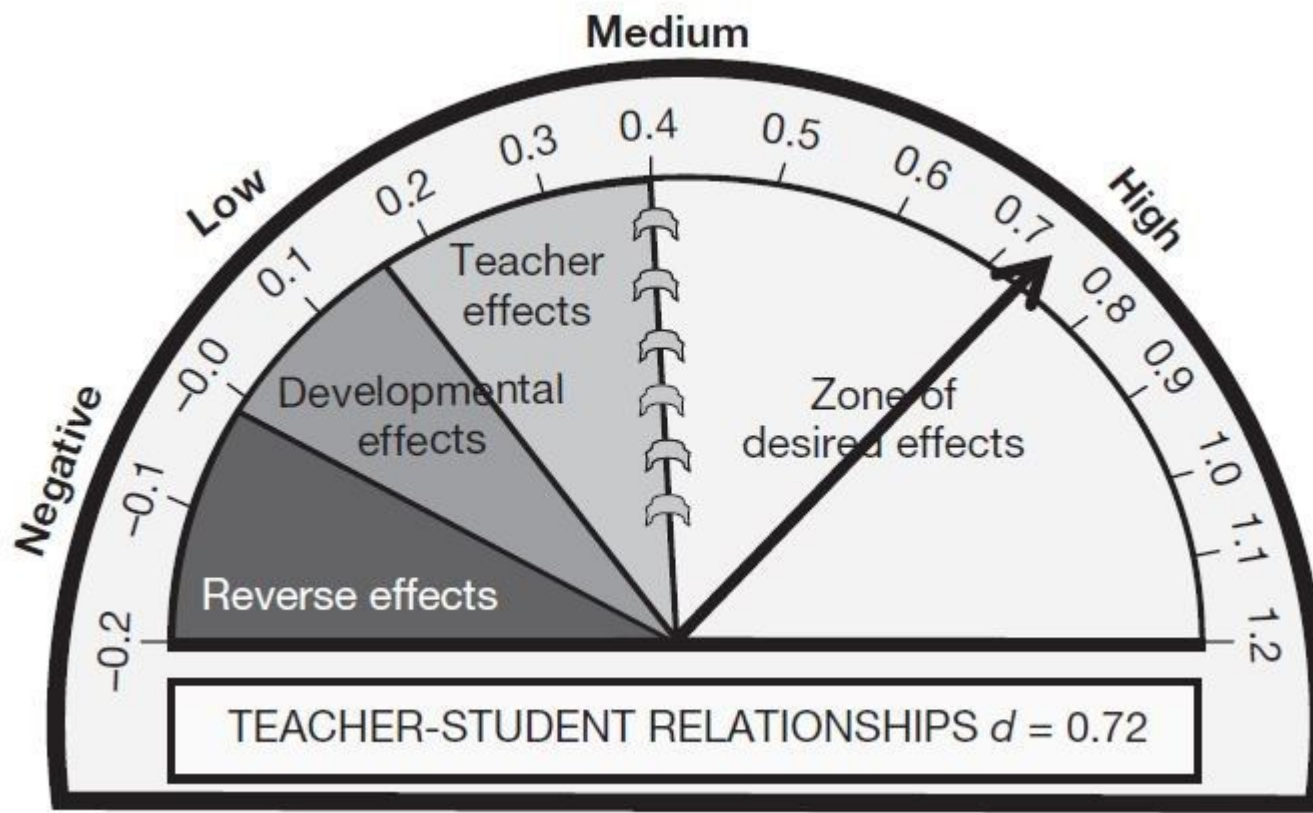
Year 2



It's about the PLAN, not the paper!



Hattie's Research on Teacher/Student Relationships



Think, Pair, Share

- Think about a student who has been impacted by a relationship with you or another teacher, para, principal, or secretary
- Turn to your shoulder partner and share how the relationship affected the student's learning and success
- Share with the group



People Like YOU!



Goals for the Day

- Share DESE Vision for Teaching and Learning
- Review 2018-19 Student Success Plan Work
 - Checklist Activity
- Provide Resources to Support Building Relationships with Students
 - Career Conversation Starters
- Introduce Lenses of Learning
- Discuss G.U.I.D.E. for Life
 - SEL Curriculums
- Review District Chosen CCR Tools
- Review Sample Advisory Periods
- Develop a Plan to Move Forward

Student Success Plans - Year 2

Vision for Teaching and Learning



Vision

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

Mission

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

The Arkansas Vision for Teaching and Learning

What does this say to you, and how does it impact the SSP process?



Agenda #3

Handout

ACTIVITY

Student Success Plans - Year 2

Review of Year 1 What did we learn last year?



Components of Act 930

Beginning in 2018-19 SY each student by the end of **eighth grade** shall have a student success plan.

- Developed by school personnel
- In collaboration with parents and the student
- Reviewed and updated **annually**

Components of Act 930

The student success plan

- is a working plan that is dynamic and visited **periodically** by the student and an **advisor** or **mentor**;
- shall be documented in a format and manner that is **accessible to the student**.

Student Success Plan Requirements

- Part 1 - **Guide the student** along pathways to graduation
- Part 2 - Address **accelerated learning** opportunities
- Part 3 - Address **academic deficits** and interventions
- Part 4 - Include **college and career planning** components

ACT 930 and the Community

- Public school districts may include **community engagement components** as part of the public school's student focused-learning system and student success plans.

What can meet this requirement?

An IEP meets the requirements for a SSP if it

- **addresses academic deficits and interventions** for students not meeting standards-based academic goals at an expected rate or level; and
- includes a **transition plan** that addresses college and career planning components.

Student Success Plans Are as Unique to Schools as to Individual Students



Student Success Plans Year 2

Conversation Starters



Starting a Conversation (a.)

- When given the cue, find two people you do not know.
- Introduce yourselves.
- You and your new friends will be given an envelope with photographs.
- Chose one of the photographs and, with your team, imagine the story behind the photograph.
- Be ready to share with the large group.



Starting a Conversation (b)

- When given the cue, find two people you do not know.
- Introduce yourselves.
- At least one in your group should go to tinyurl.com/SSPNYT (or use link in agenda)
- Chose one photograph (out of 40) and, with your team, imagine the story behind the photograph.
- Be ready to share with the large group.



Starting a Conversation (c)

- Look through recent pictures on your cell phone.
- Choose one that has an interesting story to go with it.
- Introduce yourself to two people you do not know.
- Share the picture and explain the context.



Starting a Conversation (d)

Two Truths and a Lie

- Think of two interesting truths about yourself.
- Make up an interesting event that did not actually happen.
- Find two people you do not know.
- Each person shares their two truths and one lie.
- The other two people try to guess the lie.
- Repeat until all group members have shared.



Starting a Conversation (Extra)

The Baggage Activity

- Discuss what it means to have *baggage*.
- Students write down something that is bothering them.
- Students throw the papers across the room.
- Each student picks up a piece of paper and reads it aloud.
- The author is given the opportunity to tell more about the struggle.

Conversations Starters Going Deeper

A. [Postsecondary Academic Career Conversations](#)

Mindset/Behavior -- Postsecondary Questions --
Ideal Response

B. [Conversation Starters from American School Counselor Association](#)

ASCA Behavior Standards -- Question Starters

C. [Conversation Starters](#) from the Office of Innovation
aligned with Student Success Plans



Postsecondary Academic Career Conversations

Mindset/Behavior	Postsecondary Questions	Ideal Response
Demonstrate creativity (B-LS 2.)	What community or world challenges do you want to solve?	Look for responses where you can connect problems they see to their current postsecondary and career path.
Use time-management, organizational and study skills (B-LS 3.)	How would you describe your time-management and organizational skills? What strategies work for you?	Student describes specific and personalized time-management, organizational and study-skill strategies.
Apply self-motivation and self-direction to learning (B-LS 4.)	Think about a time when you were not learning what you wanted to learn in a class. What did you do?	Ideal response includes taking ownership of learning by researching topics on his/her own and asking questions.
Apply media and technology skills (B-LS 5.)	Describe how technology plays a role in your academic life and career of choice.	Student is able to describe multiple ways in which technology plays a role in life and career choices.

Conversation Starters from American School Counselor Association

BEHAVIOR: SOCIAL SKILLS	
ASCA Behavior Standards	Question Starters
Use effective oral and written communication skills and listening skills (B-SS 1.)	Think about how you speak with, write and listen to others. Which of those is your strength?
Create positive and supportive relationships with other students (B-SS 2.)	How do you show support and kindness to other students?
Create relationships with adults that support success (B-SS 3.)	As you think about your future career, what adults might help you think about or reach your future career goals?

Agenda #6b

Handout

Conversation Starters, Office of Innovation

Point-in-time learning support questions (parts 2 & 3)

- What do you wish teachers, and other adults, knew about how you learn?
- What are some of your learning strengths? Most loved courses? Passions? Things you might do even if you weren't asked?
- What kinds of ways do you support other students?
- What are some things that make it difficult for you to learn?
- What are some ways your teachers support you?

Starting a Conversation in Your School

- With your group and using the handout, determine how you could use these conversation starters with individual students or groups of students.
 - How would you prepare your teachers to use these starters, etc.
- Jot your thoughts on sticky notes.
- Place your sticky notes on the corresponding chart paper.
- Be prepared to share.

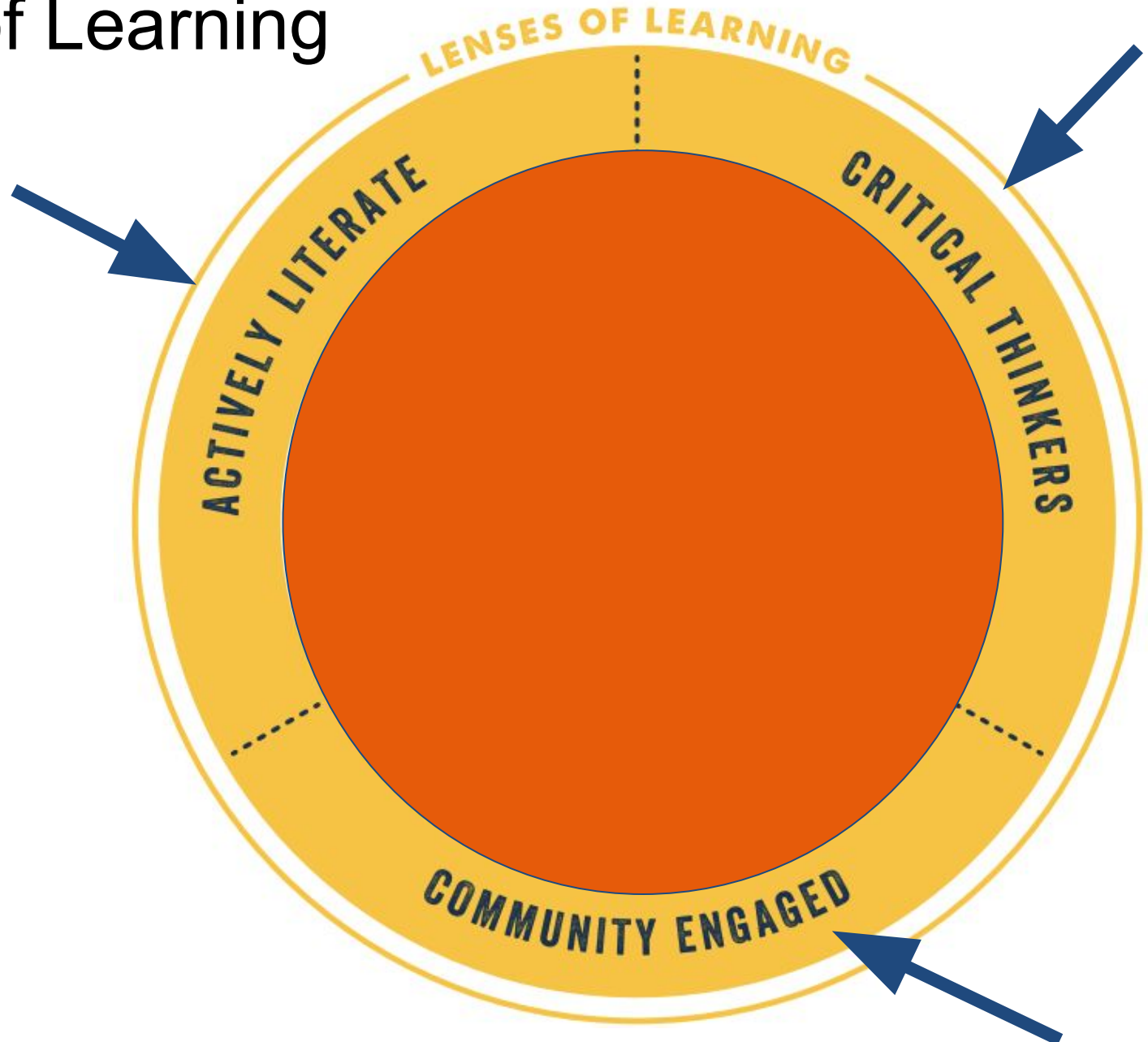


Student Success Plans Year 2

Lenses of Learning



Lenses of Learning



Actively Literate

Read and Write Daily in Every Class so Students Become Lifelong Learners who...



- Distinguish fact from fiction
- Identify bias in texts
- Make informed choices that impact health and wealth
- Read fiction for its aesthetic value and personal pleasure
- Read to pursue interests and hobbies
- Read to be informed about local, state, and federal policies and law

Critical Thinkers



Use Critical Thinking Skills Daily in Every Class so Students Become Effective Problem Solvers who...

- Develop innovative and creative solutions
- Shape their destinies
- Exert control over their circumstances

Community Engaged



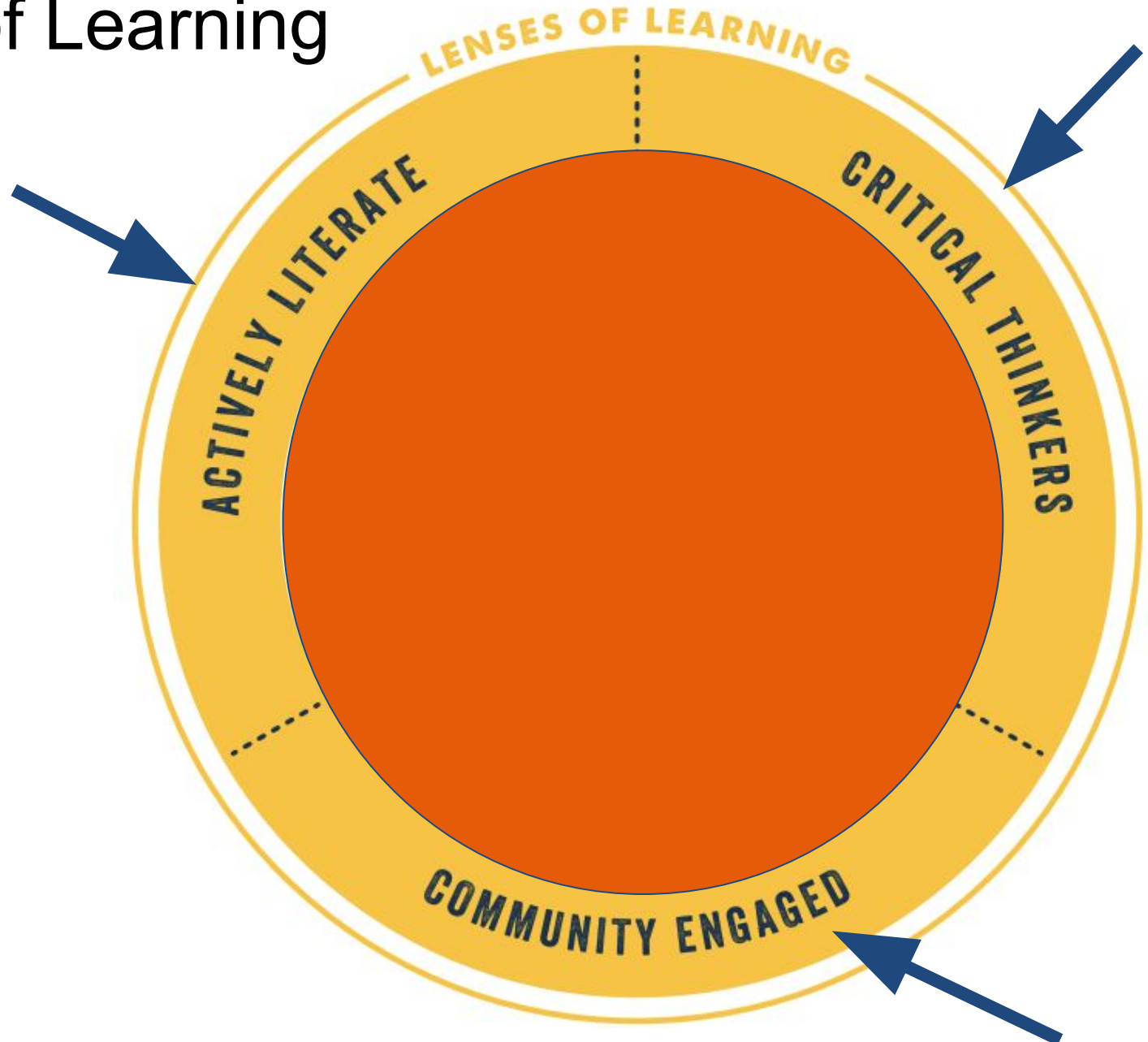
Incorporate Community Engagement Across the Disciplines so Students Become Community Advocates who...

- Seek opportunities to work with others
- Find ways to make the community stronger
- Gain fulfillment from serving others
- Develop empathy for others
- Understand the benefits of supporting the greater good

Lenses of Learning



Lenses of Learning



Handout

ACT Participation

One Time	Average Score 16.5
Two Times or More	Average Score 21.2

23.2% of Arkansas Waivers go unclaimed!

Career Development Course - DCTE

One or Two semester course for grades 7-8

Course Number 399280

Teacher Certification - 418

Alignment to 4 SSP Components

Pathway to Graduation	4.2.1 - Identify education requirements for graduation
Accelerated Learning Opportunities	4.2.2 - Identify training requirements or extended learning opportunities for entrance into the workforce for a chosen career focus
Academic Deficits and Interventions	1.2.1 - Catalog successes and failures and then evaluate how to improve
College and Career Planning	4.3.2 - Create a career portfolio

**Problems are not
stop signs, they
are guidelines.**



Student Success Plans Year 2

Guide for Life Social and Emotional Learning

**What do you know?
Kahoot.it**



G.U.I.D.E. for Life





“Teaching isn’t just about serving our students, it’s about serving the society those students will impact.” - Trevor Muir



Walk the Line Activity

Sample Sentence Stems for educators that promote mindfulness when partnering with coworkers/students/parents/caregivers:

"Breathing in, I see myself as the parent of _____ (student's name).

Breathing out, I recognize we are a team and we want the best for _____ (student's name)."

"Breathing in, I see myself as _____ (student name). Breathing out, I recognize that _____ (student name) wants to be seen, heard, and valued."

"Breathing in, I see myself as _____ (colleague's name). Breathing out, I recognize that _____ (colleague's name) wants what's best for their students."

How Do We Get There?

Creating Positive/Safe/Inclusive School Cultures

Administrators

Faculty/Staff (“Staffulty”)

Students

Parents/Families

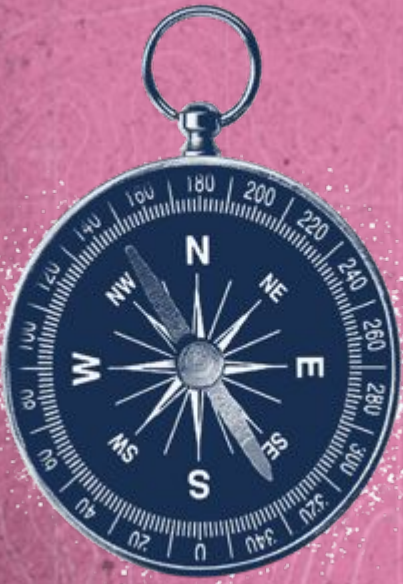
Communities

Building Relationships!!

PEOPLE before programs, paper, and plans!!

Check-In / Check-Out: Providing a Daily Support System for Students

G.U.I.D.E. for Life Survey



For more information on G.U.I.D.E for life, contact:

Susan Jobe
G.U.I.D.E. for Life Specialist
Susan.Jobe@arkansas.gov
501-683-0175

Update Fall 2021: Please contact
Tammy Friend, G.U.I.D.E. for Life Specialist
tammy.friend@ade.arkansas.gov
501-682-4240

Career Development Course - DCTE

One or Two semester course for grades 7-8

Course Number 399280

Teacher Certification - 418

Alignment to 4 SSP Components

Pathway to Graduation	4.2.1 - Identify education requirements for graduation
Accelerated Learning Opportunities	4.2.2 - Identify training requirements or extended learning opportunities for entrance into the workforce for a chosen career focus
Academic Deficits and Interventions	1.2.1 - Catalog successes and failures and then evaluate how to improve
College and Career Planning	4.3.2 - Create a career portfolio



Social and Emotional Learning Curriculums



- Explore one of the SEL programs
 - Feel free to explore more than one.
- Be prepared to share out

Agenda #9

Handout



Social and Emotional Learning Curriculums

1. [Boys Town Social Skills](#)
2. [Breaking Down the Walls](#)
3. [Capturing Kids' Hearts](#)
4. [Jesse Lewis: Choose Love Movement](#)
5. [Conscious Discipline](#)
6. [Heart Bridge](#)
7. [Leader in Me](#)
8. [Sanford Harmony](#)
9. [Second Step](#)
10. [Tessera](#)
11. [CASEL](#)
12. [Overcoming Obstacles](#)



Student Success Plans Year 2

College and Career Tools



College and Career Ready Tools

Another tool
to support
your school's
SSP program

College and Career Ready Tools

- Online support program to assist students in grades 8-12 begin planning for life after high school
- Provide opportunity for teachers, counselors, parents to understand student goals and aptitudes and provide information to be used as part of the Student Success Plan process
- Each school selected one vendor to provide services for their district grades 8-12.
- Services provided by the vendor are covered under a payment contract by ADE
- Additional services are available for additional costs to be covered by the district.

College and Career Planning Tools Comparison Chart for Districts

Act 930 of 2017 established the requirement for Student Success Plans which are personalized education plans intended to assist students with achieving readiness for college, career, and community engagement. The approved list of vendors below have met the minimum qualifications to adequately assess student aptitude using a variety of research-based solutions and have been awarded a state contract to provide these services to our schools.

The comparison chart on page 1 lists the features that each vendor has in common including customer and technical support hours. On page 2, a more detailed description of what each vendor has to offer is listed. With input from each vendor, this document has been created to provide a snapshot view for your staff when making a decision as to which College and Career Readiness (CCR) tool to choose for the upcoming 2019-2020 school year.

Vendor	Ability to Track Student Success Plan	Accelerated Learning	Career Development Interventions	College and Career Planning	Individual Assessments	Input Course & Grade Data	Interest Inventory	Labor Market Data	Lesson Plans	Occupational Profiles	Districts Upload Students	Direct Data Upload	Single-Sign On	Customer Support	Technical Support	Add-ons	Training
Choices360	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	✓	✓
Headed2	✓	✓	✓	✓	✓	*	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	24/7	\$	+
Into Careers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	\$	+
Kuder	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	24/7	✓	+
MaiaLearning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	24/7	\$	✓
Naviance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	\$	✓
Xello	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	\$	✓

✓

Included with the state plan

\$

Additional cost

24/7

Time open for customer and technical support (hours and days of operation)

*

Includes course data only

+

Fees are associated with some of the training (contact vendor)

College and Career Ready Tools

Implementation

- Each district has a Point of Contact that should be assisting the district and vendor with implementation.
- Vendors are working to set up accounts and provide staff trainings.
- This is a tedious and time consuming process to set up on the front end, that is why it is important that the lines of communication remain solid.
- Once accounts are setup then students, parents, and teachers will be able to make full use of the system.

College and Career Ready Tools

Moving Forward

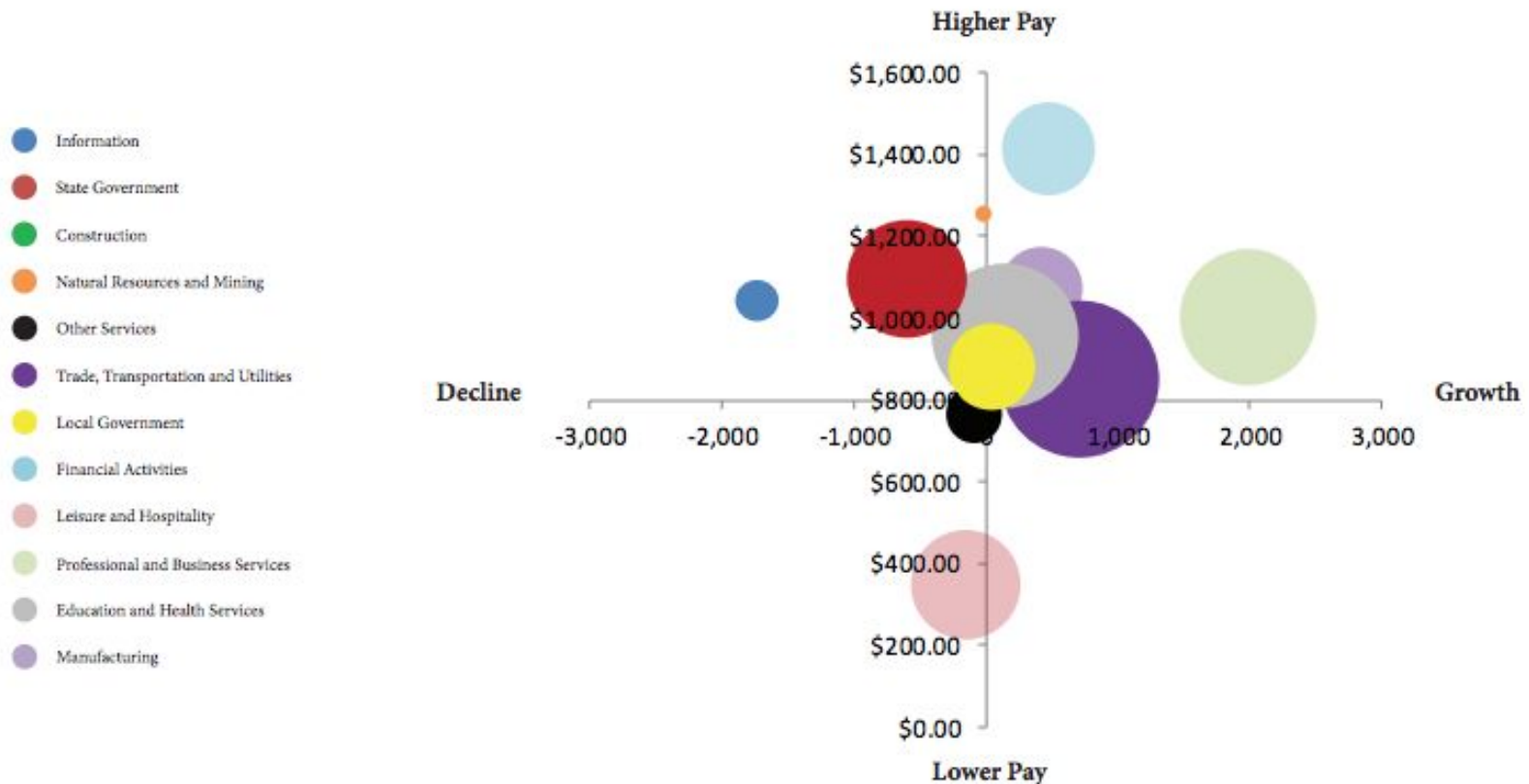
- There was a one year selection to allow for change if needed but going forward could become a 2 or 3 year commitment term.
- CCR Tools Webpage - [DESE CCR Webpage](#)
- If you have any issues or need assistance contact:
 1. Local District Point of Contact
 2. Superintendent or Principal
 3. Dr. Ernie Huff - ernie.huff@ade.arkansas.gov or Suzanne Jones - suzanne.jones@ade.arkansas.gov

Additional Data Tools

- [ExploreARCareers.com](https://explorearcareers.com) This is offered by ADHE.
- [MIT Living Wage Calculator](https://livingwage.mit.edu)
- [Discover.Arkansas.gov](https://discover.arkansas.gov)
- [Career Watch Arkansas](https://careerwatch.arkansas.gov)

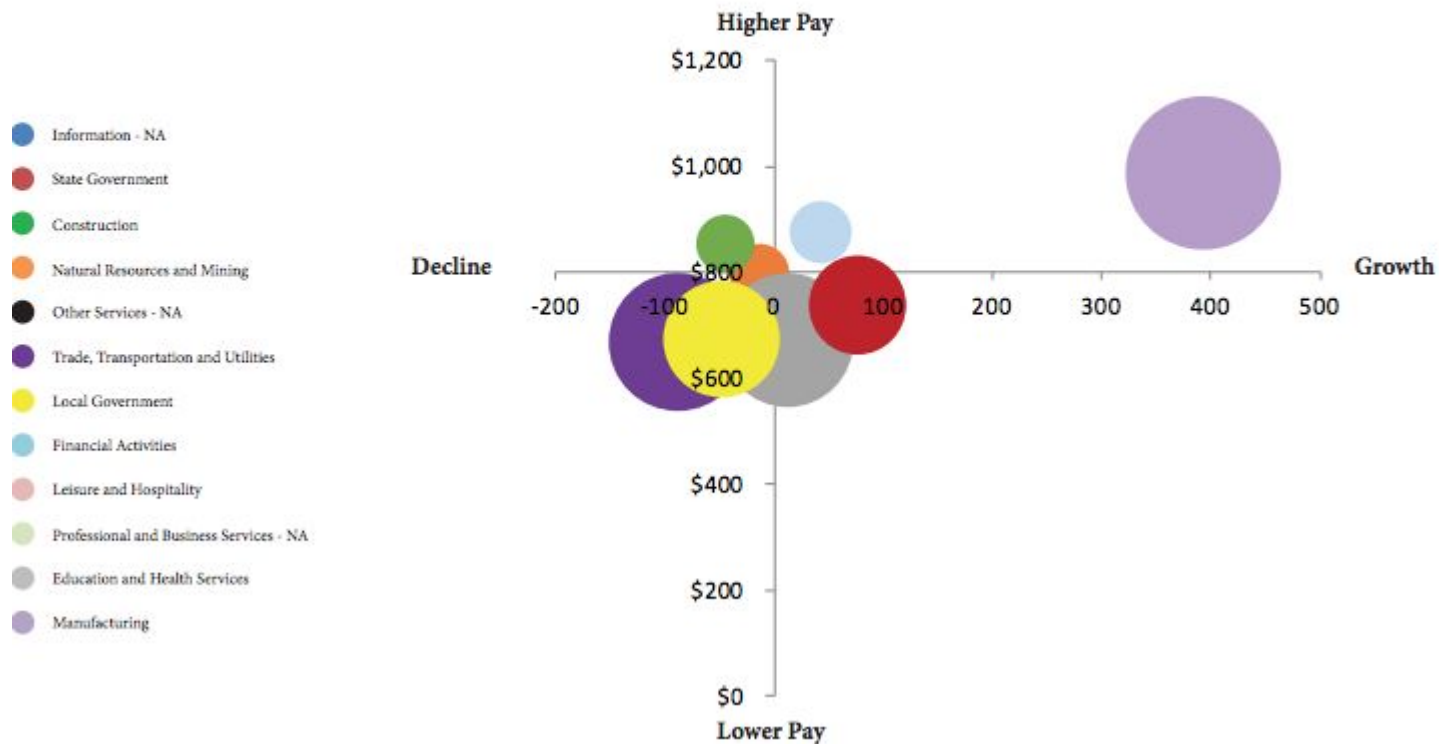
Labor Market

City of Little Rock Local Workforce Development Area Covered Employment and Earnings



Labor Market

- Southeast Arkansas Local Workforce Development Area Covered Employment and Earnings



Act 930 defines a student success plan as *a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement.*

- Fall 2012 **29,714** graduates
 - 13,383 entered College
 - 45% of HS seniors entered a two year or four year college
- Fall 2012 Cohort 6 year outcomes 2017-18
 - Arkansas Completion Rate - 61%
- Fall 2012 Cohort 4 year outcomes 2015-2016
 - Arkansas Total Completion Rate – 38%

Student Success Plans Year 2

Advisory



Advisory Process

- No “One Size Fits All” answer
- Informed and Supported
- Intentional



Advisory Programs

Sonora Middle School

Springdale, AR

Dr. Martha Dodson

Sarah Downum



Why Advisory?

- Improved relationships between students and teachers (Espe, 1993; Totten & Nielson, 1994)
- An increased sense of trust and belonging (Ziegler & Mulhall, 1994)
- Better communication among all members of the school community (Simmons & Kiarich, 1989)
- A strong atmosphere of equality (Putbrese, 1989)
- Reduced student smoking and alcohol use (Putbrese, 1989)

Why Advisory Training

- Ensures sufficient planning of lessons
- Provides training to those who are less confident, and refreshes those who are
- Establishes consistency across the school with implementation
- Develops cohesion of staff and students
- Strengthens the value of the lessons

SMS Advisory Program

This 35 minute time slot is devoted to:

- Camp S.T.R.O.N.G
- Daily Advisory Lessons
- Administrative Needs
- Prime Time
- House Team Building
- Breakfast Club

All of these possible uses connect regularly to the Arkansas [G.U.I.D.E. for Life](#) standards.

Camp Strong

Wanted to create a memorable vision- something that everyone could relate to

S- Seek Greatness

T- Take Chances

R- Respect Ourselves and Others

O- Own Our Actions

N- Never Quit

G- Give Back

Camp Strong, continued

First 6 weeks of school

- Main focus is:
 - Establishing SMS routines and expectations
 - Building relationships
- Focus on the 6 STRONG tenets, one per week
- Developing House identity and camaraderie
- Social/Emotional Learning
- Who are the people in our school who can help you?
- G.U.I.D.E. for Life connections

Weekly Advisory Lessons

Goal Setting

Guide for How to Set Goals

Goals need three parts:|

WHAT	HOW	by WHEN
What is it, specifically, that you want to accomplish or be able to do?	How will you make this happen? What are the things you will do to ensure that you reach the goal? 2-4 specific actions that will help you reach the goal.	What is your deadline to reach the goal?
<i>I want to <u>sit with 2 new people at lunch</u>.</i>	<i>I will <u>look for</u> people I have never sat near before. I will <u>confidently ask</u> them to sit with me.</i>	<i>By the end of this week</i>
GOAL: I want to sit with 2 new people at lunch by looking for people I have never sat near before and confidently ask them to sit with me by the end of this week.		

Goal SCAN- reflections

Weekly Advisory Lessons

Grade Checks

- Students check their own grades and record into a spreadsheet.
- Includes a reflection component if grades fall below a given threshold
- Advisory teachers conference individually with students about grades and behavior.

Name:		11/29	NOV 3		NOV 12	
		Week 3	Week 4		Week 5	
Hour	Class Name	# of Days Absent in this class	Grade	# of Days Absent in this class	Grade	# of Days Absent in this class
1st	math		90.3		87.9	
2nd	math		90.3		87.9	
3rd	sciences		80.57		80	
4th	Lunch					
5th	pe		100		100	
6th	social studies		95.56		71.96	
7th	tools for learning		97.92		idk	
8th	ELA		96.79		85.47	
9th	ELA		96.79		85.47	

Weekly Advisory Lessons

- Positive Behavior Interventions and Support
- Earn points daily for various behaviors
- Accumulate points
- Can spend at school store or individual teacher stores
- Can access their balance

PBISrewards.com

Weekly Advisory Lessons

- SEL Lessons that come from:
 - Choose Love
 - Tribes
 - Everyday SEL Series
 - Teaching Tolerance
 - Focused Read-alouds like Dr. Seuss, Jennifer Nielsen
- [Establishing Group Norms](#)

SEL Lessons- Examples

- [The Wish Jar](#)
- [Mirror, Mirror](#)
- [JOYs](#)
- [Trust Circles](#)
- [On My Back](#)
- [Find Someone Who](#)

Administrative Needs

- Calendars
- Fundraisers
- Surveys/student responses
- Office paperwork

...and all the other stuff that gets put onto the
Advisory plate

Prime Time

Intervention Program focuses on:

- Enrichment
- Tier II Interventions
- Tier III Interventions

Prime Time-Enrichment

3-5 week rotations

- All teachers create a class with the intention to provide enrichment.

Examples:

- Making toys and beds to donate to animal shelter
- Dissections, engineering, medical terminology
- Bicycling, running, yoga, basketball
- Student council, Islander club, Mexican dance troupe
Microwave cooking, pinteresting, makerspace

Prime Time-Enrichment



Prime Time-Tier II

- After the first 2 weeks, LA/Math teachers will rotate from one cycle to the next where they pull small groups for intervention, while the other continues to lead enrichment class.
- Students are pulled for 2 days at a time.
- Allows for honest flexible groups
- Motivates students to want to go back to enrichment after showing proficiency or to maintain proficiency

Prime Time-Tier III

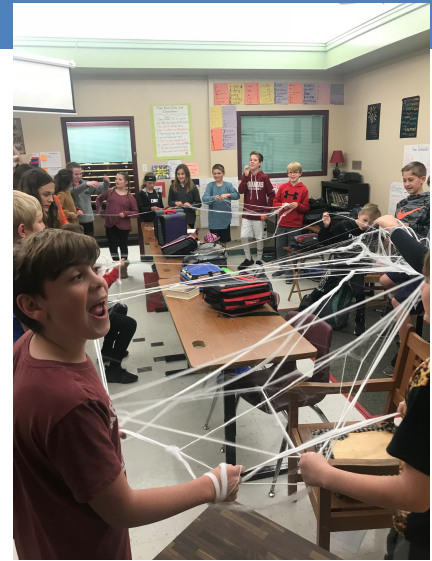
- Administrators: Behavior Academies with high-risk students
- Counselors: Personal Learning and sessions with specific focus
- SRO: Personal Connections- Man Up
- Instructional Facilitators- Intensive academic interventions

House Time

Time devoted to developing an

- Identity of each House in the building.
- House Challenges
- Short-term incentive events
- Structured games
- Prepare for Spartan Olympics in the spring
- Generally enjoy the company of others

[Web Game](#)



Monthly Breakfast Club

Congrats 6th Grade Super Spartans for August!



Laura Capacho Enriquez, Zane Turner, Dulce Maria Garia,
Toby Jieta, Alejandra Jimenez and Andrew Cairns

Congrats 7th Grade Super Spartans for August



Jose Soto, Cloey Wade, Uriah West, Rylee Hunt, Mirella
Zaldana

Super Spartan's of the Month from each House

Monthly Breakfast Club

Congratulations to Staff Super Spartan for August Julie Brown!!!



Mrs. Brown was nominated for Super Spartan for:

She is nice because she lets us sit in any of the seats and she gives us easy work since it is the beginning of the school but she is kind to everyone

Mrs. Brown is very kind to students and when she knows they are not making the best choice she does her best to stay and tell them to do the right choice.

She's really nice and smart.

Mrs. Brown is a very fun teacher that is very patience and kind to everyone and wants everyone to have a good time in her class.

Mrs. Brown makes every lesson fun and interesting

Staff Super Spartan of the Month

Monthly Breakfast Club



Student Talent Showcased



Bryant High School




More Advisory Examples

Fort Smith Career Planning

- [Student Success Plan](#)
- [HS Scope and Sequence](#)
- [JH Scope and Sequence](#)

Fayetteville HS Advisory

- [EDGE Advisory](#)
- [Advisory Calendar](#)

A man with light brown hair and blue eyes, wearing a black t-shirt, is pointing his right index finger towards the text on a green chalkboard. The text is arranged in three stacked green rectangular boxes with white underlines. The background is a large green chalkboard with some faint white marks.

Time to
review your
plan!

Handout

Agenda #11



Lisa.Tyler@arkansas.gov

Suzanne.Jones@arkansas.gov

Susan.Jobel@arkansas.gov

A close-up photograph of a hand holding a gold-colored fountain pen, writing the words "Thank You!" in a cursive script on a white spiral-bound notebook. The pen is black with gold accents. The background is a soft, out-of-focus gradient of orange and pink.

Thank You!

